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ABSTRACT

The aim of this plan is to provide the reader with an outline of the New York State Education Department's commitment to equal employment opportunity and its obligation to comply with various anti-discrimination laws. These laws include the New York State Human Rights Law, the Federal Equal Employment Opportunity Act of 1972, Section 504 of the Federal Rehabilitation Act of 1973, the Federal Title IX Regulations implementing the Education Amendments of 1972, and other appropriate Federal and State legislation. Areas covered in the plan are: policy and purpose, organization of the Department, officials in charge of affirmative action, dissemination and goals of the plan, employment data, employment and promotion policy and activities, employment interviewing, appointment monitoring, separations, affirmative action reference file and related reports, employment of persons with handicapping conditions, maternity leaves, training and career development, handling employee complaints of discrimination, citizen complaints of discrimination, management staff orientation, and other miscellaneous provisions. (Author/GC)

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AFFIRMATIVE ACTION PLAN

Fourth Edition

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE STATE EDUCATION DEPARTMENT

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Introduction

The State Education Department's first comprehensive written Affirmative Action Plan was prepared and issued in October 1972, and a copy of that Plan, including all subsequent revisions, has been filed ever since then with the New York State Division of Human Rights. In addition, the Department has provided copies upon request to a variety of State and Federal agencies, including the New York State Department of Civil Service, the Federal Equal Employment Opportunity Commission and the U. S. Department of Education Office for Civil Rights.

This edition of the Plan is the third revision of the original 1972 document. Starting with this edition the Department will be providing quarterly affirmative action activity reports covering appointments and separations and recruitment activities to the Division of Human Rights. In addition, the "Goals" section will be updated annually. The aim of the Plan is to provide the reader with a concise outline of this Department's commitment to equal employment opportunity and its obligation to comply with the various anti-discrimination laws under which we operate, including the New York State Human Rights Law, the Federal Equal Employment Opportunity Act of 1972, Section 504 of the Federal Rehabilitation Act of 1973, the Federal Title IX Regulations implementing the Education Amendments of 1972 and other appropriate Federal and State legislation.

The various laws covering equal employment opportunity under which the State Education Department operates are concerned with employment practices that might adversely affect members of a "protected class." With respect to these laws and this Affirmative Action Plan, the "protected classes" include the following:

1. Ethnic or Racial Minorities:

    a. Black (not of Hispanic origin): All persons having origins in any of the Black racial groups.

    b. Hispanic: All persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

    c. Asian or Pacific Islanders: All persons having origins in any of the original peoples of the Far East, Southeast Asia or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Phillipine Islands and Samoa.

    d. American Indian or Alaskan Native: All persons having origins in any of the original peoples of North America.

2. Women

3. Disabled persons

As a part of the New York State Civil Service System, the Education Department's success in achieving equality of employment opportunity in large measure depends upon the Civil Service System's success in accomplishing this objective. In fostering this objective, the Department is prepared to work with the Executive Chamber, the Division of Human Rights, the Department of Civil Service and other concerned agencies, groups and individuals to advance equal opportunity programs and policies. We are convinced that we can achieve equal employment opportunity goals within the limitations of the State's merit system. There is no inherent conflict between equal employment opportunity requirements and the merit system -- both entail selection of personnel based on the ability to perform, equality of treatment and freedom from artificial or unlawful barriers to compete for employment.

It should be noted that while passing reference is made in this Plan to local educational agencies and to individuals outside the Department, the Plan is intended to be an internal Department action document, and its thrust relates to Department staff and employment within the Department.

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF THE PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION
ALBANY, NEW YORK 12234

May 1, 1980

POLICY AND PURPOSE

The State Education Department's Affirmative Action Plan was developed and issued for two reasons. First, we want a personnel system that assures all of our employees and any applicants for employment that they will not be subject to unalwful discrimination in recruitment, hiring and terms and conditions of employment. Second, we want to be known as a Department having a staff truly reflective of all qualified workers in the American employment scene, consisting of men and women of all racial and ethnic backgrounds, where each person is valued on the basis of his or her individual capactiy and capability.

In 1976, Governor Hugh L. Carey promulgated Executive Order #40 reaffirming the State's policy against discrimination as expressed in the State Constitution and the State Human Rights Law, and mandating that all State departments and agencies develop written affirmative action programs for the prompt achievement of full and equal employment opportunity for minorities, women and the disabled.

Even if there were no mandates that a public agency such as ours must have a written affirmative action plan, we believe that it is appropriate for us to have one. An affirmative action plan is an integral part of our personnel management program because it helps assure selection of better qualified personnel, identify potential advances for existing personnel and promote our Department's progam goals. Affirmative action is a positive and helpful measure rather than an enforcement procedure.

The Education Department supports fully Governor Carey's policy of ensuring "full and equal employment opportunity for minorities, women and the disabled at all levels of State government." We are committed to providing all individuals who have the necessary job-related qualifications an equal opportunity to compete for employment and advancement with the State Education Department. This means there shall be no discrimination or preferred treatment for any individual because of factors not related to the ability to perform in the job.

While our Affirmative Action Plan provides that certain individuals in the Department have special responsibilities for equal employment opportunity, affirmative action is the personal responsibility of every employee of the Department and a specific duty of every individual with managerial or supervisory responsibilities. Thus, each employee should study this document, discuss it with fellow workers and personally decide how he or she can contribute to its success.

Gordon M. Ambach

Organization of the Department

The University of the State of New York has no faculty and no students, yet it embraces all education in New York State, from kindergarten through the graduate and professional schools, including libraries, museums and other institutions and agencies for education as may be admitted to or incorporated by The University. One of these is the State University of New York which is a separate organization having its own Board of Trustees and which is frequently confused with The University of the State of New York.

The Board of Regents is the governing body of The University of the State of New York and the State Education Department. The primary functions of the Board of Regents are the formulation of educational policy for the State and the exercise of powers which reside in The University. The policies and procedures established by the Regents are known as Regents Rules and have the force and effect of law.

The State Education Department is the executive agency for the Board of Regents and is charged with the general supervision of the educational system and the vocational rehabilitation program of the State. Approximately 3,600 employees perform its many and varied administrative and supervisory functions. These functions fall into three major categories:

1. Planning for the State's total educational program.
2. Promoting good educational practice in institutions subject to its supervision.
3. Regulating with respect to matters in which mandatory requirements must be enforced.

In performing these functions, the Department renders a wide number of services to the schools and colleges, libraries and museums and the people of the State. The major types of services provided are as follows:

1. Planning and development of curriculuIm for schools and colleges, including the development of multi-cultural curriculum materials and materials and programs for students of limited English proficiency.
2. Accreditation of all schools and institutions of higher education.
3. Supervision of instruction.
4. Pupil personnel services, including guidance, school social work, attendance, health and drug education and psychological services.
5. Special educational services to nonpublic schools.
6. Educational testing services.

7. Teacher education, certification and personnel services.

8. Inservice staff development for teachers and administrators, including training in education of minority students and dealing with desegregated school situations and eliminating sex role stereotypes and sex bias in instructional methods and curriculum.

9. Basic, general and special continuing education.

10. Administrative and business management services for schools and colleges.

11. Distribution of State and Federal aid.

12. Special educational services, including education of children with handicapping conditions.

13. Educational communications services, including educational television.

14. Cultural services and education, through the State Library, the State Museum, the Biological Survey, the Geological Survey and the Historical and Anthropological Survey.

15. Research and statistical services, including surveys and special studies.

16. Legal advisory services.

17. Examination, licensing and registration services in the professions.

18. Higher education planning.

19. Vocational rehabilitation services for the handicapped, including diagnostic medical services, counseling, training and other programs that prepare disabled persons for employment. These services are also provided to patients and inmates of the New York State Office for Mental Health, the Office of Mental Retardation and Developmental Services and the Department of Correctional Services. Services also include the development of vocational rehabilitation facilities in the community.

The Commissioner of Education is the chief executive officer of the State Education Department, is appointed by the Regents and serves at their pleasure. He serves also as President of The University of the State of New York.

Department Officials in Charge of Affirmative Action

The Department's Equal Employment Opportunity Officer is the Employee Relations Officer who heads the Office of Personnel and Labor Relations. This official is assisted by the Department's Director of Personnel and the staff of the Division of Personnel. These staff members administer and monitor the Department's Affirmative Action Program and periodically report to Department top management any progress in or problems concerning the program. The Employee Relations Officer has also been designated by the Commissioner of Education to act as liaison with the Division of Human Rights and to serve as the Department's Title IX and Section 504 Coordinator for employment purposes.

Because of the Equal Employment Opportunity Officer's other responsibilities in the area of labor relations and general personnel administration and the need to provide for an "ombudsman-like" investigator of employee complaints of discrimination, another Department official oversees this latter function, namely the Secretary to the Board of Regents. (Refer to section on "Handling Employee Complaints of Discrimination" on Page 25.)

The Equal Employment Opportunity Officer regularly meets with invididual staff members, groups of employees and outside lay or advocacy groups, including employee organization representatives, various Commissioner's Advisory Councils and the Task Force on Equal Opportunity for Women. Suggestions from these individuals and groups, and indeed from any Department staff member or citizen, regarding the Department's Affirmative Action Progam are welcome.

Dissemination of Plan

Every Department employee, including all newly hired employees, receives a copy of the Department's Affirmative Action Plan. In preparing revisions in the Plan, the following Department offices are routinely consulted:

- Bureau of Bilingual Education
- Bureau of Higher Education Opportunity Programs
- Division of Intercultural Relations
- Native American Education Unit
- Office for Education of Children with Handicapping Conditions
- Office of Urban School Services
- Office of Vocational Rehabilitation
- Specialist in Indian Culture, Office of Cutural Education

Copies of the Plan are also distributed to the following groups and agencies:

- New York State Conference of Branches - National Association for the Advancement of Colored People
- New York State Department of Civil Service
- Office for Civil Rights, U. S. Department of Education
- Rehabilitation Services Administration, U. S. Department of Education

Goals of Department's Affirmative Action Activities

The intent of the Department in establishing goals is to give deliberate consideration to ethnic and racial minorities, the disabled and to women, without establishing quotas. The ability to perform successfully on the job continues to be the principal criterion of selection. We realize that the distinction between goals and quotas can be elusive, and that it is critical that we approach this issue with sensitivity and common sense.

In framing our goals we attempt to assess the potential labor market or pool of qualified persons for each job category. For many of our classes of positions this is exceedingly difficult to determine, particularly so for some of our highly specialized professional disciplines or for our top executive positions. Sometimes this information only emerges after we have engaged in intensive affirmative action recruitment activities.

For other large numbers of positions the pool of potential employees is predetermined for us by Civil Service eligible lists. This happens in the cases of large-scale open-competitive or interdepartmental promotion examination eligible lists such as the Beginning Office Worker, Senior Clerical Series and College Series examinations. The efforts this Department and other educational institutions in the State are making to increase the number of minority group and disabled students completing college studies will ultimately result in increased numbers of these graduates competing for positions in the Civil Service. This trend is enhanced, of course, when coupled with effective recruitment among these groups.

We believe a good faith effort coupled with common sense and selection decisions reached in strict accordance to job-related factors should help meet our goals while at the same time identifying the best qualified for employment.

As a general rule, affirmative action goals are determined by comparing the percentage of affected class incumbents (minority and female personnel) in the agency with the estimated percentage of those in the potential labor force possessing bona fide qualifications for appointment. The goals attempt to arrive at a work force that is consistent with the composition of the labor force. Timetables for achieving these goals must take into consideration projected turnover and accession rates of personnel.

Because of so many uncertainties concerning public sector employment, we have restricted our timetable to a five-year period even though this may not permit us to achieve ideal goals. At the same time, it should be noted that these goals are based upon a stable staff complement through 1983. Any significant retrenchment of personnel during this period would, of course, necessitate reassessment of these goals.

The specific goals and timetable are listed in the Appendix to this Plan. These goals are reviewed and updated annually and reported to the State Division of Human Rights.

Employment Data

The Division of Personnel maintains data on the total work force of the Department, including distribution of staff by sex and minority group vis-a-vis occupational categories and salary grades. The New York State Department of Civil Service maintains such information for the total State government work force and publishes this information periodically. The State Education Department cooperates with the Department of Civil Service in gathering such data about Education Department employees. (The Department of Civil Service assumes the responsibility of providing the Federal Equal Employment Opportunity Commission such data on the New York State government work force when required by EEOC.)

Every quarter the Department's Equal Employment Opportunity Officer has a summary of this data prepared for top management review. These summaries disclose gains and losses in employment and highlight where any significant changes have occurred in particular occupational categories or salary grade ranges. These quarterly reports are also sent to the Division of Human Rights for their review. Such data, coupled with information concerning turnover and recruitment results, assist departmental management in measuring progress and failure in the Department's Affirmative Action Program. Also, of course, such information is vital to assessing whether the Department is achieving its Affirmative Action goals.

In addition, various summaries of appointments by Federal EEO occupational category, ethnicity and sex are provided to the Division of Human Rights, copies of which are found in the Appendix to this Plan.

Employment and Promotion Policy and Activities

The State Education Department's commitment to equal educational opportunity places a special obligation on the Department to practice equal employment opportunity in its employment and promotion transactions. Special efforts are undertaken to expand the recruitment pool for each of the myriad job categories and professional disciplines which make up the Department's staff to include women, minorities and disabled persons among the qualified candidates.

Similarly, it has long been the policy of the Department to fill higher graded positions, as far as possible, by promotion from the lower grades. This policy includes safeguards to help ensure that qualified employees are not overlooked or denied opportunity for promotion on the basis of their race, color, ethnic identification, religion, sex or disability if unrelated to job requirements. (Refer to Section on "Appointment Monitoring.") In this regard, the Department is working closely with the Department of Civil Service in the development of departmental programs as part of the State's Clerical and Secretarial Employee Advancement Program undertaken as a result of negotiations with the Civil Service Employees Association (CSEA). We anticipate that a number of clerical bridging programs will be undertaken by the Department in 1980. Progress in this regard will be included in quarterly reports to the Division of Human Rights (see Appendix).

The Department widely advertises its openings for positions, and most of its upper level professional and managerial positions are recruited for on a "nationwide" basis (see quarterly reports in Appendix). In view of limited funds for advertising vacancies, however, it is necessary to apply very rigid cost-effectiveness measures to our expenditures for this purpose. Because we have achieved better affirmative action results from advertising in widely circulated publications and/or professional journals than from advertisements in publications catering to narrow interest groups, we prefer to utilize the former. Generally speaking, advertisements are placed in selected newspapers and professional journals for positions at the Bureau Chief level and above, while general mailing campaigns are utilized for lower level positions. Good results have been obtained from advertising, including use of display ads, in the Sunday New York Times and other major metropolitan newspapers. It is our practice to label all such advertising with the phrase "Affirmative Action/Equal Opportunity Employer." The Division of Personnel works closely with operating units in mapping out recruitment campaigns to meet staffing needs and in arranging with appointing officers appropriate affirmative action efforts. It is important that such campaigns and efforts be undertaken as soon as the decision is reached that the vacancy in question may be filled.

The Division of Personnel maintains a comprehensive list of minority group organizations located throughout the United States, and announcements of vacancies are routinely sent to various of these organizations. In addition, depending upon the position to be filled, recruitment assistance may be requested from the New York State Department of Civil Service Career

Opportunities Division, the Commission for the Visually Handicapped of the Department of Social Services and our own Office of Vocational Rehabilitation. See also section on "Miscellaneous Provisions" regarding our use of the BOCES Job Network Information System.

The Division of Personnel maintains an Affirmative Action Reference File containing the resumes of highly qualified individuals who have been recommended by members of the Department's Executive Staff. The Commissioner has directed that departmental appointing officers review this file when recruiting for Department professional and management openings where there is no existing Civil Service eligible list or for which no list is required (e.g., exempt and consultant positions). (See section on "Affirmative Action Reference File and Related Reports.")

Employment Interviewing

The Department's Affirmative Action Policy necessitates that appointing officers be especially alert to the proper conduct of interviewing candidates for possible appointment to vacant positions. The following requirements and guidelines supplement Civil Service Law and Rules and departmental rules and procedures concerning the appointment process, most of which are outlined in the "Administrative Policy Manual," "On the Job" (the Department's personnel handbook for its staff), "Commissioner's Memorandums," and State-employee organization agreements. In addition, individual offices of the Department may have special requirements regarding which officials are required to conduct interviews and approve appointments.

In any case, appointing officials should be guided by the following points in the conduct of employment interviews:

I. Preparation

a. Review the applicant's resume or Application for Employment prior to the interview.

b. Know the requirements of the position.

c. Prepare an outline of the questions that need to be asked of the applicant to help gain insight about his or her qualifications, attitudes and abilities.

d. Remember the questions that may not be asked in the interview (see "Unlawful Pre-Employment Questions" below).

e. Arrange a time and place for the interview that is comfortable and will allow it to remain uninterrupted.

f. Interviews must be held in places that are accessible to disabled persons and reasonable accommodations to do so must be made if necessary.

II. Conducting the Interview

a. Establish and maintain a friendly, pleasant atmosphere.

b. Listen - really listen to the applicant.

c. Gain information through pertinent and appropriate questions.

1. Use your outline and the application to focus questions.

2. Ask for further clarification if information is not complete or is confusing on the application.

3. Don't assume you know what the applicant means. Ask follow-up questions: why, what, when, where and how.

4. Avoid "yes/no" type questions.

d. If you are interested in the applicant, ask him or her for references, especially the names of former supervisors or employers.

e. Give the applicant information about the position you wish to fill.

1. Explain where the position is situated in the organizational structure and whom the incumbent reports to.

2. Give a general description of working conditions with specific details about hours of work, overtime, travel (if any), production standards, etc.

3. Give an honest estimate about promotion or career opportunities.

4. Give the applicant an opportunity to ask questions.

III. Closing the Interview

a. Inform the applicant when he/she can expect to hear from you. (As a general rule, it is not advisable to make an immediate job offer unless you have made a prior reference check and/or you personally know the applicant and have made the decision that he or she is the best qualified.)

b. If it is obvious that the individual does not meet the requirements of the position, indicate this to the applicant and, if possible, suggest other types of positions that he/she might consider.

IV. Evaluation

a. Summarize your impressions of the applicant immediately following interview for future reference.

b. Make a reference check either by personally telephoning individuals submitted as references by applicant or asking the Personnel Office to do so. (As a general rule, we do not recommend that written references, including college placement files, be relied upon.)

V. Unlawful Pre-Employment Questions

a. Birthplace of applicant.

b. Birthplace of applicant's parents, spouse or other relatives.

c. Applicant's religious affiliation, religious holidays observed or attendance at religious services.

d. Any questions directly or indirectly seeking indication of race or color, including complexion or color of skin.

e. Asking for a photograph of applicant.

f. Applicant's nationality, national origin, descent or parentage.

g. Marital status of applicant or information on spouse or other family members, including children.

h. Arrangements for child care.

i. Questions about physical or mental disabilities unless the Personnel Office has specifically authorized certain such questions in advance of interviews for a particular job requirement (e.g., physical ability to lift heavy objects required of a Laborer).

j. Arrest record (Application for Employment requires answer to question about conviction of any violation of the law).

As a general rule, you should ask the same questions of every applicant, making no distinctions in this regard because of age, sex, race or handicapping condition.

Appointment Monitoring

Consistent with Department policy of giving deliberate consideration to minorities, disabled persons and women, without establishing quotas, departmental appointing officers are required to provide the Office of Personnel and Labor Relations specific information concerning recruitment, placement and promotion activities for minority group, disabled and female personnel.

In the case of appointments from Civil Service eligible lists to either permanent or temporary openings, the Division of Personnel of the Office of Personnel and Labor Relations will expect an explanation whenever a minority group eligible is passed over or whenever an eligible who is a woman is passed over to appoint a man. The same requirement will be imposed for an eligible who is disabled and passed over if the Department is aware of the existence of the disability. ("Passed over" means whenever a minority-group, disabled or female eligible is among the top three candidates on a list of those interested in appointment.) Such explanation should indicate the strengths and weaknesses of all the available candidates reachable for appointment. (These explanations will be kept confidential in the Division of Personnel.) Lack of a satisfactory explanation can result in a disapproval of the recommended appointment.

Enforcement of this requirement is a shared responsibility of departmental appointing officials and the Division of Personnel. When lists are certified by the Division of Personnel to appointing officials, staff involved in this process are frequently unaware of the racial make-up of the eligibles or whether some of the eligibles may be disabled. Sometimes it is not even possible to discern the sex of an eligible solely from the person's name on the eligible list. Thus, this information becomes known in most cases during the interview process. If an appointing official believes the appointment of the best qualified candidate requires that a minority, disabled or female candidate must be passed over, the official should be able to justify such a recommendation on the basis of the job requirements and the relative skills and backgrounds of the eligible candidates. This justification should be immediately submitted to the Division of Personnel before the appointment is confirmed with the candidate of choice.

In the case of appointments where a Civil Service eligible list is not required (e.g., short-term temporary appointments, non-competitive or labor class appointments, provisional appointments necessitated by exhausted eligible lists, etc.), appointing officers must be able to demonstrate that a significant effort was made to attract protected class candidates. Appointing officers are encouraged to review the "Affirmative Action Reference File" in this regard (see section on "Employment and Promotion Policy and Activities"). Such temporary, non-competitive or labor class and provisional appointments may not be approved without this information.

WHILE IT IS THE RESPONSIBILITY OF THE DIVISION OF PERSONNEL TO EVALUATE THE ABOVE EXPLANATIONS, IT IS THE RESPONSIBILITY OF EVERY DEPARTMENTAL APPOINTING OFFICER TO BE AWARE OF AND TO COMPLY WITH THESE REQUIREMENTS.

Appointing officers seeking to fill positions on an open-competitive basis will be expected to cooperate with the Division of Personnel in the development and implementation of recruitment campaigns aimed at attracting minority group, handicapped and female candidates.

As part of top management analysis of appointments and promotions and the measurement of progress toward attaining goals, the Department's Equal Employment Opportunity Officer prepares periodic reports on recruitment and promotions for management review. In addition, members of the Executive Staff are required to provide the Commissioner with quarterly reports outlining affirmative action efforts to fill professional positions.

Separations

Employee separations from the Department (e.g., interdepartmental promotions, resignations, retirements and terminations) are administered in strict accordance with the provisions of the Civil Service Law and union contract requirements. Nevertheless, involuntary separations are periodically monitored to ensure that there is no disparate impact on minority persons, women or disabled employees (to the extent their disability is known to us). For example, analysis of the layoffs stemming from various reductions in force from 1971 through 1978 has revealed no disproportionate adverse impact on women or minorities.

Every quarter the Department sends a summary report of separations by Federal EEO occupational category, sex and ethnicity to the Division of Human Rights for their review. Copies of these reports are found in the Appendix to this Plan.

Affirmative Action Reference File and Related Reports

Because of their key position, members of the Executive Staff (top 30 officials of the Department below the Commissioner) are primarily responsible for achieving the goals of the Department's Affirmative Action Program. Part of this responsibility involves recommending names of possible candidates for Department positions to be included in a "Reference File" maintained by the Division of Personnel. All members of the Executive Staff are expected to provide names and, when possible, resumes of top flight minority group, disabled and female candidates for Department positions (without reference necessarily to current vacancies) in any branch of the Department. These should be based on professional contacts and not merely word-of-mouth or off-hand recommendations of third parties. This file of names is periodically screened by Department top management.

The resume file is maintained by the Division of Personnel. Appointing officers are urged to review the file when considering appointments for which there is no list or for which no list is required, including appointments to consultant positions.

The resumes are coded by specialty and are available for review in the Division of Personnel, Room 364, Education Building Annex. Photocopies of applicants' resumes are provided after appointing officers determine which resumes will be considered. The total file will not be released from the Division of Personnel.

For competititve examinations the Division of Personnel routinely reviews the file and mails announcements to candidates who appear to meet the minimum qualifications. Appointing officers, however, are urged to participate in this effort to assure that qualified candidates are not overlooked.

In addition, members of the Executive Staff must submit quarterly reports to the Commissioner summarizing appointments made in their respective areas and the affirmative action efforts related to those appointments. (Refer to report form in Appendix of this Plan.)

Employment of Persons With Handicapping Conditions

Under the provisions of Section 55 of the New York State Civil Service Law, the Office of Vocational Rehabilitation of the State Education Department assists the Department of Civil Service in determining whether eligibles with handicapping conditions (other than the visually handicapped who are reviewed by the Department of Social Services' Commission for the Visually Handicapped) are capable of performing the duties of the positions for which they are candidates. As a consequence of this long-standing responsibility, staff of the Office of Vocational Rehabilitation have developed considerable expertise in determining the capacity of persons with handicapping conditions to be employed in Civil Service positions of every type, level and location in the State.

This capacity gives the State Education Department a unique staff resource in facilitating the employment of persons with handicapping conditions. The Office of Vocational Rehabilitation provides expert consultative services to this Department and other State agencies on compliance with Federal Section 504 requirements, including work-site evaluation and modification, job restructuring, training and provision of informational materials.

In cases of Department employees being required to file for disability retirement, the Personnel Office will, with the employee's permission, refer such employees to the Office of Vocational Rehabilitation for service including consideration of alternative public or private placement or retention in modified jobs.

In addition, Section 55 was amended ("55-b") in 1977 to establish 200 positions in State service for physically or mentally handicapped persons who are otherwise qualified to perform the duties of such positions. Each position is placed in the non-competitive class as soon as an appropriate appointee is found and certified by the Employee Health Service. The intent of this action is to assist those individuals who are disadvantaged in the job market because of their handicapping condition. It is not intended for the many persons with handicapping conditions who are capable of competing with others on an equal basis in the labor market.

The State Education Department has actively employed Section 55-b as an affirmative action instrument. The Department was one of the first State agencies to hire employees under this statute. Appointments have been made on the clerical as well as professional level at several of the Department's statewide locations.

Each position filled under Section 55-b will remain in the non-competitive class as long as the person with a handicapping condition remains in it. When vacated, the position may either revert to the competitive class or be filled by another eligible person with a handicapping condition and remain in the non-competitive class.

Whether employing persons with severe handicapping conditions or individuals with disabilities who need no special assistance, the individual's disability must not be considered in the selection process if it does not interfere with the capacity to meet the bona fide occupational requirements of the job for which they are applying. Federal law requires that in making this judgment, an employer must be willing to make reasonable accommodations to meet the needs of handicapped job applicants.

Maternity Leaves

The Attendance Rules for State Employees ensure fair and equal treatment for women who are unable to work because of pregnancy or childbirth. (The Department has extended these same provisions to cover the unclassified service personnel at the State Schools for the Blind and Deaf.)

Any pregnant employee in a regular line item who holds her position by permanent or temporary appointment is entitled to leave during the period she is unable to work because of pregnancy or childbirth. (However, a temporary employee is not eligible for sick leave at half-pay under any circumstances, nor is she entitled to any type of leave beyond the date when her employment would otherwise terminate, e.g., temporary position is abolished, permanent incumbent returns to position, temporary employee must be replaced by eligible from list certified by the Civil Service Department, etc.)

A pregnant employee is encouraged to report the existence of pregnancy to her supervisor by the end of her fourth month to allow for reasonable efforts to plan for her absence; however, she is not required to do so.

If there is cause to believe that the employee is unable to perform her duties satisfactorily, she may be required to submit medical evidence regarding her fitness to perform her duties. We may also schedule her for a medical examination at the expense of the Department by a physician designated by the New York State Employee Health Service.

Procedure for Requesting Leave Related to Pregnancy

Pregnant employees who wish to request leave related to their pregnancy should send their request for leave to their supervisor. After the supervisor has approved the request, it should be forwarded with a completed Physician's Report of Pregnancy (PS-17) to the Division of Personnel in Room 374 of the Education Building Annex, Albany. (Staff of the State Schools at Rome and Batavia should forward such requests to their Business Office.) (Because such employees' circumstances will be different due to the varying amounts of accruals each may have, the employee is urged to discuss her individual options with the staff of the Division of Personnel prior to submitting her leave request.)

Extent of Allowable Leave Relating to Pregnancy

A pregnant employee who is determined to be medically disabled from the performance of her duties will be treated the same as any other employee disabled for any other medical reason regarding sick leave and sick leave at half-pay benefits.

The employee's physician must indicate on the PS-17 the expected date of birth as well as the date he or she has advised the employee to leave work. For this period during pregnancy and for a maximum of six weeks following childbirth, the employee will be considered to be disabled and, as such, will be

eligible to use sick leave or sick leave at half-pay. (This is consistent with general medical practice of an examination six weeks after delivery.) If the doctor indicates that the employee must leave work at an early stage of her pregnancy, or if the employee wants to continue to use sick leave longer than six weeks after termination of pregnancy, it is not sufficient that the doctor's statement indicate simply that the employee is pregnant or that she is recovering from childbirth. It must state that the employee is physically disabled because of her pregnancy and what the disability is. The Department will usually require an examination by a physician at the Employee Health Service if this explanation is not satisfactory.

The employee will be granted sick leave at full pay during the above-mentioned period to the extent of accumulated sick leave credits. Six weeks after delivery, if the employee still has sick leave credits available, these credits will no longer be available for use unless the employee has furnished a statement from her physician stating that she is still disabled. Unused credits will be "frozen" but will be picked up again when the employee returns to the payroll (if this occurs less than a year later).

Upon exhaustion of all leave credits (including sick leave, vacation, personal leave and overtime credits), a request may be made for sick leave at half-pay for that period of time up to six weeks following termination of pregnancy. No request for sick leave at half-pay will be approved if the employee has enough accumulated leave credits to carry her through the period when she is considered to be disabled.

If the employee wishes to use sick leave at half-pay benefits and/or to have a child care leave, she must request it in writing prior to her last day at work. Also, when the birth occurs, the employee should notify the Personnel Office as soon as possible so that the exact dates of her leave may be properly determined.

Any employee who does not wish to exhaust all of her vacation credits and does not need to apply for sick leave at half pay, because she intends to return to work after the birth of her child and desires to maintain a bank of leave credits, may reserve up to two weeks of vacation leave before going on leave without pay.

Child Care Leaves

A leave of absence without pay will be routinely granted for child care purposes for up to seven months from the date of termination of pregnancy. Requests for extension of this period to a total of one year will be considered by the Division of Personnel. Requests for an extension beyond this period will not be favorably considered unless unusual circumstances are brought to our attention. However, the Department will consider requests for reinstatement for up to one year following resignation, providing an appropriate opening is available.

Extent of Leave Relating to Child Adoption

An employee who is adopting a child will be routinely granted a leave of absence without pay for child care purposes for up to six months starting at the time the child enters the home. In order to go on leave-without-pay status, employees must first use their vacation and personal leave accruals. (Employees will be allowed to reserve up to two weeks of vacation credit before going on leave without pay.) After that, the leave will be approved for the remainder of the six months. Sick leave accruals cannot be used for child care leave by employees who are adopting children.

Paternity Leave

Male employees are eligible for leaves of absence for child care purposes. However, if a woman employee is on child care leave and the father also is employed by the State Education Department, he will not be granted concurrent paternity leave. Similarly, if the father is on paternity leave, a request by the mother for concurrent child care leave may not be granted.

Training and Career Development

The State Education Department provides a wide variety of training and career development opportunities for its employees. Employees bring to the job an unequal distribution of skills and knowledge required for handling their jobs effectively. While employees have the primary responsibility for their own self-development, supervisors also have the duty to see that employees are taught how to do their work effectively. Therefore, the Department encourages each employee and supervisor to analyze the formal education, work experiences and training programs the employee has completed to determine areas in which training and development activities would be beneficial to job performance and career growth. Once this is accomplished a training plan should be developed for each employee utilizing departmental and other available resources.

To encourage employee development, the Training Section of the Office of Personnel and Labor Relations provides counseling services and conducts, administers and disseminates information about training and development activities. Some of the major activities are as follows:

Orientation Training

All employees receive orientation training when they join the Department. At that time they receive a copy of a handbook of personnel policies and procedures, a copy of the Affirmative Action Plan and a copy of the training and development opportunities that are available to them.

Self-Learning Resources Center

This is a self-instructional facility which supplements the formal classroom training offered by the Education Department and the Department of Civil Service. The Center is available for use by State employees during the hours of 8:00 a.m. to 4:00 p.m., Monday through Friday, and borrowing privileges are available for most programs. The Center provides a wide range of self-instructional materials from steno/clerical skills, mathematics and accounting to communications, transactional analysis, career planning, electronic data processing and supervisory/management practices. The main advantage for using the Center is that employees get the type of training they need while their interest is high and at the time they need it most.

Inservice Training

As need dictates, the State Education Department conducts formal training courses in such areas as "Reading Improvement," "Customer Contact," "Grievance Workshops," "Performance Appraisal," "Management Skills," etc. These courses are management directed activities geared to the special needs of the Department. Special training programs in particular disciplines are conducted by the State Library, the State Schools for the Blind and the Deaf, the Division of Electronic Data Processing and the Office of Vocational Rehabilitation for their assigned staff. The Training Section also provides consultation and coordination services to progam units to meet their particular developmental needs, e.g., the Bureau of Bilingual Education programs: "Management Education for Secretaries" and "Management Skills for Professionals."

Civil Service Courses

These courses are also management directed activities but are conducted by the Department of Civil Service and are geared to the needs of the State. Training notices are sent to all Division Directors, or equivalent, in the Department for nominations. Usually 350-450 courses are offered each year in such areas as administration, management, supervision, technical, trades, medical, sociological, communications, computer information systems, secretarial/clerical and others.

Negotiated Training and Development Programs

Employee unions have negotiated for training programs for State employees they represent. These programs, administered by the Training Section, include:

Tuition Support Program - Provides 50 percent reimbursement of tuition and fees for college credit courses as well as institutes, seminars, conferences, etc., which are related to a career goal with the State.

Training Courses - These are similar to the Civil Service training courses, but are employee-initiated and are usually held at local colleges during the late afternoon or early evening. Many of the courses are for college credit.

Ancillary Training

Information about other training activities such as professional conferences, seminars, part-time college courses, etc., are maintained in the Training Section and posted on bulletin boards in the Department.

While the Department provides a variety of training and development opportunities, it also fosters an environment which is supportive and cooperative of employee career development. Most program units of the Department engage in informal on-the-job training for newly appointed staff members, in addition to the formal training programs listed above. Moreover, Department employees participate in and provide leadership to professional association conferences, workshops and seminars. The Department has a liberal policy for granting time for participation in these activities.

The Department's flexible work hours program has been in operation for several years. This program has greatly increased participation in training programs and courses that overlapped the normal workday, by allowing employees to adjust their work schedules, thus avoiding conflicts with class times. Previously employees had to charge their leave credits or not enroll if the class interfered with work schedules. Department employees can also be granted a paid educational leave in conjunction with their annual leave credits to pursue college studies on a part-time or full-time basis, providing their career goals are related to the Department.

Since 1972, the Department has maintained an extensive Training History File on each employee who has applied for programs administered by the Training Section. The Department has also encouraged employees to use this file as a repository of training they have undertaken on their own. Employees who have recently applied for the career bridge programs (see Section on "Employment and Promotion Policy and Activities") have found the Training History File to be an invaluable resource in completing the training and experience portions of their applications. All training taken by the employee could be validated easily. The Training History File has also been a tool in counseling employees with needs in career planning.

Handling Employee Complaints of Discrimination

Departmental procedures for handling employee complaints of discrimination may involve two different kinds of review within the Department. First, the Department has established "Human Rights Grievance Committees" at our three major locations - Albany, Buffalo and New York City. These committees provide confidential consultative services to Department employees who believe they are being discriminated against because of their race, ethnic identification, religion, age, sex or handicapping condition.

The committees provide assistance to employees who cannot readily receive assistance from the Secretary to the Board of Regents and offer information about equal employment opportunity procedures and requirements so that employees may decide for themselves the best course of action to take.

An employee who has a complaint will be advised of his or her right to file a formal complaint with the Federal Equal Employment Opportunity Commission, the State Division of Human Rights or other appropriate governmental agencies. In the case of the Division of Human Rights, the statute of limitations in the State Human Rights Law requires that the aggrieved employee file a complaint within one year of the date when the act giving rise to the complaint occurred. The committees will assure employees who file complaints of discrimination that any form of retaliation on the part of management is both inappropriate and illegal.

All committee members are knowledgeable about the various Federal and State Anti-Discrimination Laws and Regulations as a result of briefings by the Equal Employment Opportunity Officer. These sessions included an explanation of the State Human Rights Law, Title VII of the Civil Rights Act of 1964, Title IX and Section 504 of the Rehabilitation Act of 1973. Committee members are instructed in the procedures to follow relative to filing a complaint with the Division of Human Rights, the Equal Employment Opportunity Commission and the Office for Civil Rights of the U. S. Department of Education.

In establishing these committees the Commissioner of Education asked for recommendations from each of the Deputy Commissioners who have responsibility for the four major program areas of the Department. Several names were submitted from each area and the members were chosen by the Commissioner on the recommendation of the Equal Employment Opportunity Officer. Care was taken so that the committee members represent each of the three major locations of the Department, the four major branches of the Department (Elementary, Secondary and Continuing Education, Cultural Education, Higher and Professional Education and the Office of Vocational Rehabilitation), professionals as well as non-professionals and males and females, with due consideration to handicapped employees and ethnic minorities.

The list in the Appendix shows the names, addresses and telephone numbers of Department employees who serve on the committees. Any employee feeling the need for assistance should arrange to see, telephone or write a member of these committees.

The services provided by the Grievance Committees supplement the activities and responsibilities of the Secretary to the Board of Regents, who provides another kind of review of discrimination complaints. The Secretary to the Board of Regents (Room 102, State Education Building, Albany) serves as a mediator for any employee who believes he or she is a victim of discriminatory practices because of his or her race, ethnic identification, religion, age, sex or disability. The Secretary will interview the employee and investigate his or her complaint. This may involve discussions with the employee's supervisor, if the employee agrees, as part of a conciliation attempt. In addition, the Secretary may consult with the Equal Employment Opportunity Officer and/or staff of the Division of Personnel as part of a fact-finding effort.

Thus, the respective roles of the Secretary and the committee members differ considerably, but complement each other. Committee members stand by to advise employees with complete confidentiality absolutely assured. Upon request by the employee, the committee member might suggest the most appropriate grievance procedure to use, or indicate either that the Secretary to the Board of Regents become involved in a mediation attempt or, in the converse, that the employee did not seem to have any real evidence of discrimination. Committee members will not be involved in any mediation attempts themselves nor will they serve as advocates for the complainant in the processing of his or her discrimination complaint. In view of the importance placed on establishing and maintaining confidentiality and credibility, the committees do not keep official records. While informal, anecdotal notes may be kept, these are not accessible to Department management.

In those cases where the Secretary to the Board of Regents is involved, if he or she is unable to resolve the complaint and determines that there is probable cause for a charge of discriminatory practice, a written report of findings will be prepared for the Commissioner of Education's review. The report will include the Secretary's recommendations for resolving the complaint. The Commissioner may decide to interview the employee and will do so if the employee so requests. In any event, the Commissioner will render a written decision to the employee within 30 calendar days of receipt of the charge of probable cause from the Secretary.

If the Secretary determines that there is no probable cause to believe that the employee is suffering from a discriminatory practice because of his or her race, ethnic identification, religion, age, sex or non-job-related disability, the employee will be so informed. If the complainant objects to such a decision, he or she may seek union representation in the filing of a grievance, file a complaint with the State Division of Human Rights, the Federal Equal Employment Opportunity Commission, or the Office for Civil Rights of the United States Department of Education (depending upon the nature of the complaint), or appeal to the Commissioner of Education. In the case of the latter, the Commissioner, on the basis of the record, may concur with the decision of the Secretary or overrule it and render a determination in an effort to resolve the employee's complaint.

These procedures help to ensure that aggrieved employees obtain top management review of their allegations of unlawful discriminatory practices and assure all employees of their right to receive an impartial and objective review of any complaints of discrimination.

Citizen Complaints of Discrimination

It is important for every Department unit to be familiar with the prohibition against discrimination in the Education Law, the policies of the Department and the Rules and Regulations of the Board of Regents and the Commissioner of Education in this regard, including the policies found in this Affirmative Action Plan.

In addition, there are three major Federal Acts and related Regulations that prohibit discrimination in programs and services, as well as in employment, that Department employees should be aware of:

-- Title VI of the Civil Rights Act of 1964

This law provides that no person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

-- Title IX Regulations, Education Amendments of 1972

This law provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

-- Section 504 Regulations, Rehabilitation Act of 1973

This law provides that no otherwise qualified handicapped individual shall, solely by reason of his or her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Almost all program units in the Department have working relationships with local school personnel, other governmental agencies, private business concerns or individual citizens. Many units receive communications of complaint from persons outside the Department, and some of these concern charges of unlawful discrimination. Such complaints must be promptly investigated and responded to by the appropriate unit. Where complex questions of legal interpretation arise, the unit head or responsible staff should consult with the Department's Office of Counsel.

Management Staff Orientation

To emphasize the Department's commitment to affirmative action, the Equal Employment Opportunity officer and his or her staff will meet with the top management staff of the Department to explain the Department's Affirmative Action Plan and to focus on ways these managers will be expected to take responsibility for its success.

Each of the four major branches of the Department (Elementary, Secondary and Continuing Education, Cultural Education, Higher and Professional Education and the Office of Vocational Rehabilitation) has regularly scheduled staff meetings for their respective management staffs. This structure will be used to encourage support for the Department's Affirmative Action Program and to assist managers in defining their role for implementation.

These managers will be required, in turn, to convey their support of the program to their respective staffs and to encourage the understanding and cooperation of all their employees and especially supervisory personnel.

Miscellaneous Provisions

A. Responsibility for immediate attention to affirmative action, including the handling of student, employee and citizen complaints of unlawful discrimination, at the State Schools for the Blind and Deaf, rests with the Superintendents of those institutions subject to advice and review by the Department's Equal Employment Opportunity Officer and the Secretary to the Board of Regents.

B. It is the policy of the Department to seek the appointment of women, disabled persons and representatives of minorities, whenever feasible, to examining boards, committees and advisory boards to reflect a balance similar to that being urged for the staffing of the Department.

Oral test rating boards convened by the Division of Personnel for the determination of eligible candidates for Department positions include, whenever possible, women, disabled persons and representatives of minorities.

C. The Department cooperates with the New York State Department of Labor (Division of Employment) program for the placement of disadvantaged high school youth in Department offices during the summer months.

D. Department positions restricted to appointment of Spanish-speaking candidates:

Professional Conduct Investigator (Spanish-speaking), G-11, Office of Professional Conduct, New York City

Vocational Rehabilitation Counselor Assistant (Spanish-speaking), G-11, Office of Vocational Rehabilitation, Poughkeepsie

(3) Rehabilitation Interviewers (Spanish-speaking), G-9, Office of Vocational Rehabilitation, New York City

Senior Stenographer, G-9, Bureau of Bilingual Education, Albany

Senior Stenographer, G-9, Bureau of Bilingual Education, New York City

E. Department positions restricted to appointment of candidates who are bilingual in English and other languages which are spoken by minority groups in New York State (e.g., Spanish, French, Chinese, etc.):

Chief, Bureau of Bilingual Education, G-30, Bureau of Bilingual Education, Albany

(2) Supervisor of Bilingual Education, G-28, Bureau of Bilingual Education, Albany

Supervisor of Bilingual Education, G-28, Bureau of Bilingual Education, New York City

Supervisor of Bilingual Education, G-28, Bureau of Bilingual Education, Buffalo

Supervisor of Bilingual Education, G-28, Bureau of Bilingual Education, Westbury

(5) Associate in Bilingual Education, G-26, Bureau of Bilingual Education, Albany

(4) Associate in Bilingual Education, G-26, Bureau of Bilingual Education, New York City

Associate in Bilingual Education, G-26, Bureau of Bilingual Education, Buffalo

Associate in Bilingual Education, G-26, Bureau of Bilingual Education, Westbury

(2) Associate in Bilingual Teacher Education (TS position), G-26, Bureau of Grants Administration, Albany

(3) Assistant in Bilingual Education, G-22, Bureau of Bilingual Education, Albany

(3) Assistant in Bilingual Education, G-22, Bureau of Bilingual Education, New York City

Assistant in Bilingual Education, G-22, Bureau of Bilingual Education, Westbury

F. Department positions restricted to appointment of Native Americans:

Specialist in Indian Culture, NS, Office of Deputy Commissioner for Cultural Education, Albany

Supervisor of Education of Indians, G-28, Native American Education Unit, Albany

Associate in Education of Indians, G-26, Native American Education Unit, Albany

G. Department positions restricted to appointment of Chinese-speaking candidates:

Professional Conduct Investigator (Chinese-speaking), G-14, Division of Professional Conduct, New York City

H. In 1973 the Commissioner appointed a Task Force on Equal Opportunity for Women which is responsible for making recommendations and plans for mobilizing the Department's resources to achieve the goals established in

the Regents Position Paper on Equal Opportunity for Women. The Department's Equal Employment Opportunity Officer serves as ex-officio member without vote on this Task Force. The Task Force meets regularly and has formulated many action plans, subsequently implemented, which foster equal opportunity.

I. New York State Job Network Information Service

This service is provided through the cooperative efforts of the Commissioner's Statewide Advisory Council on Equal Opportunity for Women, the District Superintendents and Boards of Cooperative Educational Services (BOCES) and the Department's Office of Occupational Education Special Programs. Bi-monthly computer printouts of administrative vacancies in the school districts of the State and in the Department, along with printouts of names and addresses of qualified applicants, are disseminated to the BOCES and interested candidates.

Those seeking administrative positions apply to the Job Network through the Office of Occupational Education Special Programs. Information on vacancies comes to that office from local school districts via BOCES. The BOCES, in turn, receive printouts of applicants and vacancies for distribution in local school districts.

The information form given to applicants asks that they indicate any regional preferences. The BOCES receive lists only of those indicating a preference for their particular BOCES region. If an applicant indicates no preference, the name goes to all BOCES.

The Job Network will help reduce discrimination in recruitment for administrative positions by providing on a statewide basis information on qualified candidates and available jobs.

J. All of the Department's buildings, whether leased or State-owned, will be made accessible to the Department's disabled employees, clients and visitors. This includes work stations, lavatories, conference and meeting rooms, corridors, parking lots and entrances.

Department-sponsored events must be held in accessible places, and accommodations must be made for those disabled employees or other participants requiring such assistance. Such events include business meetings, conferences and receptions.

K. Members of Department's Human Rights Grievance Committees - see attached list.

L. In compliance with Federal Title IX Regulations, Education Amendments of 1972, Section 504 Regulations, Rehabilitation Act of 1973 and the Equal Opportunity Rules of the Veterans Administration, the following policy notice is posted on Department bulletin boards in offices throughout the State:

NEW YORK STATE EDUCATION DEPARTMENT

Equal Employment Opportunity Policy

New York State and Federal laws prohibit discrimination on the basis of race, ethnic identification, religion, age, sex, marital status or non-job-related disability. The Department does not discriminate against any employee or applicant for employment because he or she is a disabled veteran or veteran of the Vietnam era.

In compliance with Section 504 of the Rehabilitation Act of 1973, Non-Discrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance (U. S. Department of Education), the Department does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. In addition, the Department is prepared to accommodate handicapped employees in whatever ways are practicable, in relation to space and equipment needs at the employee's work location. Requests for this assistance may be made to the Division of Personnel by the employee directly or through the employee's supervisor. Inquiries concerning these laws should be referred to the Department's Equal Employment Opportunity Officer.

It is also the policy of this Department not to discriminate on the basis of sex in the educational programs or activities which it operates. This policy is in compliance with the Federal Title IX Regulations, Education Amendments of 1972, Prohibiting Sex Discrimination in Education. Inquiries concerning this policy may be referred to one of the following officials:

- Director, Office for Civil Rights, U. S. Department of Education, Washington, D. C. 20201
- Title IX Coordinator for Departmental Education Programs, Room 9A47, Cultural Education Center, Albany, New York 12230
- Equal Employment Opportunity Officer, Room 128, State Education Building, Albany, New York 12234

Human Rights Grievance Committees

Name and Title	Office Address	Telephone Number
	Albany (Area Code 518)	
Margretta Fairweather, Director of Regents Project on Noncollegiate Sponsored Instruction	Room 5-C-85, Cultural Education Center	474-8592
Eileen Kelly, Associate in Education Research	Room 476, Education Building Annex	474-3882
Rosemarie Rosen, Education Services Administrative Coordinator	Room 875, Education Building Annex	474-4715
Gary Gardner, Senior Budgeting Analyst	Room 132A, Education Building	474-6571
Tiffany Allen, Senior Clerk	Building 4, State Office Building Campus	457-5832
	Buffalo (Area Code 716)	
Ronald Palmere, Vocational Rehabilitation Counselor	Office of Vocational Rehabilitation, General W. J. Donovan Office Building, 125 Main Street	842-3833
Audrey Bryant, Typist	Office of Vocational Rehabilitation, General W. J. Donovan Office Building, 125 Main Street	842-4300
Peter Trippi, Chief, Bureau of Special Program Review	Erie County BOCES, 2 West Pleasant Avenue, Lancaster, New York	686-2082
Lucy Tretiak, Associate in Education of the Disadvantaged	Erie County BOCES, 2 West Pleasant Avenue, Lancaster, New York	686-2079
LaNoel Brazil, Instructor	New York State School for the Blind, Batavia, New York	343-5384

New York City
(Area Code 212)

Ivan Hunt, Associate in School Business Management (Chairperson)	Two World Trade Center, Suite 5040	488-3900
Gloria Casar, Supervisor in Bilingual Education	Two World Trade Center, Suite 5040	488-7294
Robert Lasky, Senior Vocational Rehabilitation Counselor	Office of Vocational Rehabilitation, 225 Park Avenue South	777-7010 (ext. 251 or 252)
Miguel Munoz, Vocational Rehabilitation Counselor	225 Park Avenue South	360-8595
Hilda Varela, Rehabilitation Interviewer	111 Livingston Street, Brooklyn	834-6534

APPENDIX

Appendix materials cited in the text of the Plan such as the goals and the quarterly reports to the Division of Human Rights are available to Department employees through the Office of Employee Relations.